



Week 1 Assignment: Analyzing Campus Need and Personal Vision

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Overview

In this course, you will conduct a data-driven comprehensive needs assessment, and use the information from your data analysis to develop an action plan for the purpose of improving student achievement. School administrators and site-based decision-making teams use the skills required in data-based decision making to improve student achievement, which culminates in improved school performance ratings.

In this week's assignment, you will complete the first step in conducting a comprehensive needs assessment when you navigate the Texas Education Agency (TEA) Web site and locate and analyze Adequate Yearly Progress (AYP) data for a campus, preferably your own. You will use the campus you select for all parts of the assignment. You will also develop a statement of your personal vision of leadership.

Rubric

Use the following rubric to guide your work.

Tasks	Accomplished	Proficient	Needs Improvement	Unacceptable
Week 1 Assignment: Analyzing Campus Need and Personal Vision				
Part 1: Analyzing Campus Need (ELCC 1.2 k-i, ii; s-i, 2.2 k-i, iv; 2.5 k-i, s-i, ii, iii, iv; 2.9 k-i, s-i, ii, iv)	Successfully locates, summarizes, and elaborates Adequate Yearly Progress (AYP) findings from AYP Guide. Successfully compares standards to actual campus performance for each AYP applicable indicator. Evaluates each subgroup's performance (strengths and weaknesses) by indicator. Composes three one-paragraph comparisons for each performance area. (10 points)	Locates and lists campus areas of strength and weakness in AYP findings. Little elaboration in the summaries. (8 points)	Summarizes indicator information from AYP Guide minimally. Lists areas of strength and weakness in AYP findings. No elaboration, no summarization. (7 points)	Does not use applicable AYP indicators to compare standards to actual campus performance. (6-0 points)
Part 2: Analyzing Personal Vision (ELCC 1.1 k-i, ii; s-i, ii; 1.3 k-i, ii, iii; s-i, ii)	Answers all questions and cites information from Web sites; elaborates. (10 points)	Answers all questions citing information from Web sites with minimal elaboration. (8 points)	Answers three questions citing information from Web sites. No elaboration. (7 points)	Does not submit assignment. (0 points)
Part 3: Personal Vision of Leadership (ELCC 1.1 k-i, ii; s-i, ii ; 4.3 s-ii)	Completes all statements and creates a one-sentence personal vision of leadership statement. (10 points)	Completes five statements and creates a one-sentence personal vision of leadership statement. (8 points)	Completes four or fewer statements and creates a one-sentence personal vision of leadership statement. (7 points)	Does not create a one-sentence personal vision of leadership statement or assignment is not submitted. (0 points)
Mechanics	Few errors in grammar, spelling, or punctuation.			Multiple errors in grammar, spelling or punctuation.

	(5 points)			Responses lack clarity and depth. (0 points)
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Part 1: Analyzing Campus Need (ELCC 1.2 k-i, ii; s-i, 2.2 k-i, iv; 2.5 k-i, s-i, ii, iii, iv; 2.9 k-i, s-i, ii, iv)

Knowledge of the Texas Education Agency's database provides an emerging leader a foundation for decision-making. In Part 1 of the Analysis Assignment, you will examine campus data available on the TEA's Web site and compare your campus data to the criteria for meeting Adequate Yearly Progress (AYP) standards.

Directions

1. Type the TEA Web address <http://www.tea.state.tx.us/ayp/2009/guide.pdf> in your Internet browser's address bar to access the *2009 AYP Adequate Yearly Progress (AYP) Guide*.
2. Print out Page 22 of the *2009 AYP Manual*, "Exhibit 1: 2009 AYP Indicators," and summarize the indicators used to determine a campus AYP rating.
3. Complete the following **Summary of AYP Indicators** table.

Summary of AYP Indicators

Reading/English Language Arts:

The Reading/English Language Arts indicator has two areas of standards, performance and participation. Test used to determine AYP rating includes: TAKS, TAKS (Accommodated), TAKS-M, TAKS-Alt, TELPAS Reading, and LAT in grades 3-8 and 10. Student sub groups that meet minimum size requirements African American, Hispanic, White, Economically Disadvantaged, Special Education, and Limited English Proficient must be tested.

In the area of performance schools must have 67% of students proficient that are enrolled the full academic year. The school could also have a 10% decrease in students who are not proficient and meet the standard or show any improvement on another measure Graduation Rate or Attendance Rate.

In the area of participation standard school must have 95% participation of students enrolled on the date of testing. The school could also have an average participation rate of 95% based on the last two years combined.

Mathematics:

The Mathematics indicator has two areas of standards, performance and participation. Test used to determine AYP rating includes: TAKS, TAKS (Accommodated), TAKS-M, TAKS-Alt, and LAT in grades 3-8 and 10. Student sub groups that meet minimum size requirements African American, Hispanic, White, Economically Disadvantaged, Special Education, and Limited English Proficient must be tested.

In the area of performance schools must have 58% of students proficient that are enrolled the full academic year. The school could also have a 10% decrease in students who are not proficient and meet the standard or show any improvement on another measure Graduation Rate or Attendance Rate.

In the area of participation standard school must have 95% participation of students enrolled on the date of testing. The school could also have an average participation rate of 95% based on the last two years combined.

Attendance Rate: Schools must have a student attendance rate of 90% or any improvement from the previous year.
Graduation Rate: Schools must have a student graduation rate of 70% or any improvement from the previous year.

Directions

- Type the TEA Web address http://www.tea.state.tx.us/ayp/index_multi.html in your Internet browser's address bar to access your campus AYP report.
- On the left, click Campus Data Tables.
- On the Adequate Yearly Progress (AYP) Campus Data Tables screen, answer questions 1 and 2 to locate your campus report. Then click continue.
- Use the AYP data to complete the Campus AYP Data Table below. Record the data as follows: % meeting standard/participation rate.

Note: The attendance rate and graduation rate will only have the first number: % meeting standard.

- Compare the campus performance to the AYP indicators.

Campus AYP Data Table

Campus Name: East Chambers Elementary								
Campus AYP Status: Recognized Meets AYP								
Title I Improvement Requirement: None								
Percent Meeting Standard/ Participation Rate								
Performance Area (most current yr.)	All Students	African American	Hispanic	White	Econ. Disadv.	Sp. Education	LEP (Measure)	LEP Students
Reading/ ELA	86%	86%	76%	91%	84%	74%	75%	N/A
Mathematics	79%	50%	73%	89%	70%	68%	73%	N/A
Attendance Rate	96.8%	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Comparison of Campus AYP Data to AYP Standards

In the table below, compose a one paragraph comparison for each performance area that is applicable at your campus. Evaluate each subgroup's performance and areas of strength and weakness as identified by the indicators.

<p>Reading/English Language Arts:</p> <p>Impressive percentages in our performance rates in meeting AYP in Reading/ELA with 86% of all students meeting the standard. In our sub groups the White group had the highest percentage at 91% with the African American sub group at 86%. The sub group of Economically Disadvantage came in third with a percentage of 84%. The remaining three sub groups were well above the 67% AYP Performance Standard.</p>
<p>Mathematics:</p> <p>Percentages in our performance rates in meeting AYP in Mathematics with 79% of all students meeting the standard. In our sub groups the White group had the highest percentage at 89% with the African American sub group scoring the lowest percentage at 50%. The remaining sub groups ranged from 68% to 73% which allowed all of them to be above the standard of 58%. The only sub group not reaching the standard was the African American sub group.</p>
<p>Attendance Rate:</p> <p>The attendance rate was 96.8% which was higher than the 90% needed.</p>
<p>Graduation Rate:</p> <p>Graduation Rate is not applicable as this is an elementary campus.</p>

Part 2: Analyzing Personal Vision (ELCC 1.1 k-i, ii; s-i, ii; 1.3 k-i, ii, iii; s-i, ii)

All visioning entails development of core beliefs, whether you are developing a personal leadership vision or a campus vision. In Part 2 of the Analysis Assignment, you will investigate resources for creating a vision and then compose a personal vision of leadership by completing a series of statement stems.

Directions

1. In preparation for composing your own “personal” leadership vision, access and review the following Web sites:

- <http://www.ncrel.org/sdrs/areas/issues/educatrs/leadrshp/le100.htm>
- <http://www.leading-learning.co.nz/creating-vision.html>
- <http://resources.sai-iowa.org/si/desiredfuture/vision.html>

To access the Web sites, type the address into your Internet browser’s address bar, or access them in Resources: Helpful Web sites.

2. Using the information from the Web sites, answer the following questions:

What is vision? What are the components of a shared vision?

A vision is a person(s) hope for the future success in a common endeavor. It is the mind’s eye of what something can and should become. Often times the vision has deeply embedded hopes, dreams and values attached.

Components of a shared vision include the following:

- Snapshot of what the school can become in the future.
- Real and Realistic.
- Connected to hopes for the future and articulates deeper values.
- Can be translated into actions and plans that can be and are implemented.
- Must be kept alive by constantly verbalizing the vision.

What are the steps in developing, articulating, and implementing a shared vision? How does your campus articulate its vision?

1. Understand the Culture of the School.
2. Value your Teachers: Promote their Professional Growth.
3. Extend What You Value.
4. Express What You Value.
5. Promote Collaboration: Not Cooptation.
6. Make Menus, Not Mandates.
7. Use Bureaucratic Means to Facilitate, Not to Constrain.
8. Connect with the Wider Environment.

Our campus is not very dedicated to a vision at this time. We are in the process of our current

principal retiring and the process of accepting applications for the position for the 2010-11 school year. I can say that our principal does use the statement "Communication is the key to better understanding" but I don't feel as though this is a vision.

How can you use what you learned at these Web sites to help you articulate your personal vision of leadership?

A vision cannot only be talked about nor repeated it must be alive and active. The vision must also be one that is bought by everyone on the staff; it must be a collaborative effort for all team members and the community. It must be detailed and include the how, what, when, where and why factors.

With regard to the campus improvement process, why do you think it is important for the principal to have a personal vision of leadership?

Without a personal vision a principal would be easy pulled off track and not have a focused vision and path. Each person would need to be able to see the direction of the campus and the why we do what we do element.

Part 3: Personal Vision of Leadership (ELCC 1.1 k-i, ii; s-i, ii ; 4.3 s-ii)

In the table below, complete the core belief statements to gather your ideas about schools and leadership. Use the ideas to create a one-sentence personal leadership vision statement in the last section of the table.

Schools should teach... Every child as equally as possible.
A good school is one that... Provides the necessary tools to the teachers.
An effective classroom is one in which... The teacher is qualified.
A good principal is one who... Supports staff and is equal and fair.
An effective school faculty is one that... Constantly strives for excellence in the classroom.
A quality instructional program includes... Strong administrative support.
Personal Vision of Leadership (one sentence): As administrators and teachers we will strive for excellence and demand excellence from our students and we will all build an excellent campus.

E-portfolio assignment:

Complete “I-001 Vision and Campus Culture” Course-Embedded Internship Log 2.

Continue to complete and post Campus-supervised reflection logs in the e-portfolio. All course-embedded and campus-supervised logs must be completed by your 11th course in the program prior to the EDLD 5398 Internship course.